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ABSTRACT

This report describes the seven-week program of the first-, second-, and third-year German language courses taught at Middlebury College during the summer of 1977. This was an intensive program with at least four hours of formal classroom instruction per day. The high scores achieved on the MLA-Cooperative Foreign Language Tests, Forms LA and MA, and on the MLA-Cooperative Foreign Language Proficiency Test demonstrate that a program of this nature can be very successful. Appended to this report are the structures of courses and modules for the first, second, third, and fourth year of German for the summer of 1978, and a list of the textbooks to be used at these four levels. It may be difficult to duplicate the program entirely at another institution; the report can, however, aid interested teachers in designing a similar total immersion language training program. (Author/CFM)

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FINAL REPORT
ON THE
UNDERGRADUATE GERMAN LANGUAGE PROGRAM
AT
MIDDLEBURY COLLEGE
SUMMER 1977

Submitted by
Dr. Gerd K. Schneider
Associate Professor of German
Syracuse University

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on the
UNDERGRADUATE GERMAN LANGUAGE PROGRAM
at
Middlebury College
summer 1977
submitted by Dr. Gerd K. Schneider
Associate Professor of German
Syracuse University

I. INTRODUCTION

The first, second, and third year German Programs (German 101-102, German 201-202, and German 301-302) were conducted for a period of seven weeks, from June 25 to August 13, 1977. The total number of students in Elementary German was 32, in Intermediate German 25, and in Advanced German 22. The staff consisted of seven full time faculty members.

The success of the program is the result of many factors; the most important factor is, in my opinion, the idealism and hard work of the teaching staff. The willingness of my colleagues to dedicate their time and energy to the operation of the program is recorded here with sincere thanks. As one student summed it up:

What made the program so good was having a group of teachers who really cared, and enjoyed what they were doing. I have never seen a group of people, such as the faculty, who are really willing to satisfy the students, and I think it's great!

II. LIST OF STAFF

a) Full Time

Reinhold Bubser (Ph.D., Michigan State University) Assistant Professor of German at Texas A&M University

Ruth Groen (B.A., University of Pittsburgh) Teacher of German at Cicero High School, New York

Constance Kenna (M.A., Yale University) Teaching Associate and Secretary of the German Department at Middlebury College

Eckehard Latz (M.A., Middlebury College) Teacher of German at Burr and Burton Seminary, Manchester, Vermont

Jochen Richter (Ph.D., Syracuse University) Assistant Professor of German at Allegheny College

Gerd K. Schneider (Ph.D., University of Washington) Program Coordinator, Associate Professor of German at Syracuse University

Günther Teschauer (D.M.L., Middlebury College) Foreign Language Supervisor, Tenaflly High School System, New Jersey

b) Part Time

Huber, Thomas (Ph.D., Princeton University) Chairman of the German Department at Middlebury College, Dean of the German Summer School

Schumacher, Horst (Diplom-Volkswirt, Dr. rer. pol., Universität Freiburg im Breisgau; Dr. phil. Universität Innsbruck)

Visiting Professor Université Paris X
(Paris-Sud), lecturer Ecole des Hautes
Etudes Commerciales Paris.

Guest Lecturers

Erwin Motermund (Dr. phil., Münster;
habil. Giessen) Professor of German
at the Johannes Gutenberg University

Gerard Schneilin. Maître de conference.
Chairman of German and Academic Vice
President, University of Paris X-
Nanterre.

Peter Schneider (Dr. jur. habil. Bonn;
Litt. h.c. Middlebury College) Pro-
fessor of Law and President, Johannes
Gutenberg University

Klaus Weissenberger (Ph.D., University of
Southern California) Professor of German
and Chairman of the German Department,
Rice University, Houston.

III. DATA CONCERNING STUDENTS

1. Distribution by Sex:

	First Year	Second Year	Third Year	All Years
Male	18	15	7	40
Female	14	10	15	39
Total	32	25	22	79

2. Distribution by Age:

	First Year	Second Year	Third Year	All Years
16-17		1		1
18-19	5	7	1	13
20-21	14	8	14	36
22-23	5	4	2	11
24-25	4	2	1	7
26-27	1	1	2	4
28-29	1		1	2
30-31	2		1	3
32 plus		2		2
Totals	32	25	22	79

3. Distribution by College1. First Year German

Amherst College (2)	Johns Hopkins University
Brown University (2)	Middlebury College
Bryn Mawr College	Mills College
University of Chicago	Mount Holyoke College
Clarion State College	University of Notre Dame
Cornell University	Oberlin College
Duke University (2)	University of Pennsylvania
Earlham College	Princeton University (3)
George Washington University	St. John's College
Harvard College	Trinity College
Harvard University	Tufts University
	Yale University (3)

2. Second Year German

Barnard College	University of Massachusetts
Brown University (2)	North Carolina Central Univ.
Burr and Burton Seminary	University of Pennsylvania
U.C. San Diego	Princeton University
University of Colorado	Scripps College
Cornell University (2)	Trinity College
University of Dallas	Tufts University
University of Evansville	Williams College
Humbolt State University	Yale University (2)

3. Third Year German

Carthage College	Manhattanville College
Clark University	University of Michigan
Colgate University	Middlebury College (5)
Dartmouth College	Principia College
Hartford College for Women	SUNY - Binghamton
Hood College (2)	University of Vermont
Laval University	Wellesley College

4. Distribution by Class Standing

	High School	Undergraduate	Graduate	Other	Total
First Year		25	3	4	32
Second Year	1	18	3	3	25
Third Year		17	3	2	22
Total	1	60	9	9	79

IV. MOTIVATION TO STUDY GERMAN

There were numerous reasons why students wanted to enroll in the German Summer Program. Some wanted to prepare themselves for study abroad, or fulfill the language requirement, while others had specific academic interests and professional goals. Still others had no specific career-oriented goals and enrolled primarily for personal reasons. The following excerpts are taken from statements of students applying for admission to the German program; editing has been kept to a minimum. The statements are grouped according to these categories:

1. General
2. Preparation for Foreign Language Requirement and for Study Abroad
3. Specific Academic and Career-Oriented Interests:
 - a) Archaeology
 - b) Art History
 - c) Biology and Biochemistry
 - d) Classics
 - e) Comparative Literature
 - f) History (Constitutional, European, Intellectual), and Law
 - g) International Business
 - h) Medicine (History of)
 - i) Music
 - j) Philosophy and Political Science
 - k) Psychology
 - l) Teaching

m) Translation and Interpretation

n) Other

4. Reputation of the German Summer School

1. General

My interest in German originates from my two-year tour of Germany while a member of the U.S. Army. It was through living in Germany that I learned to love the German people and their country.

*

I intend to learn German as quickly as possible in order to read Rilke. There will be other benefits which have always drawn me to German: Mann, Freud, Kafka, Goethe, Hölderlin, Kleist, and in fact the whole proliferation of brooding, romantic, wonderful German literature. Thus my interest is wholly intellectual and wholly passionate.

*

Learning a language is more than accumulating knowledge, it is the acquisition of an ability. An ability that will open new outlooks and opinions to me, those of a totally new culture.

*

My interest in German and Germany stems from 19.. when I was stationed in Germany. Since that time my wife and I have nursed a growing desire to live in Germany, at least for a while, to lessen our own provincialism, to experience another culture from the "inside," to gain perspective with regard to our native country and language, to provide our children a bilingual and bi-cultural environment, to gain access to various printed material available only in German, and to experience the joy of speaking German. Towards that end, I wish to study German more intensely as far as capability, finances, and other circumstances allow, . . . so that we may perhaps be able in a few years to move to Germany and . . . again, if feasible at that time . . . find employment in a German high school. I have no desire at all to leave the U.S., but the lure of Europe . . . and especially Germany . . . is persistent despite the difficulties that such a move would inevitably entail.

*

I am interested in participating in the beginning German Program because I have heard that it is an excellent program in which to learn a language . . . I feel that in this program I could learn a great deal of German, especially if I am made to speak it all the time and by being engaged in outside projects with others who can speak German fluently. In conclusion, I would like to add that I am not applying to this program because I need to fulfill a distribution requirement . . . I want to learn German because it is something that I have always wanted to do and because I find it a satisfying experience to learn a language.

(See also the last entry under 3(c)).

2. Preparation for Foreign Language Requirement and for Study Abroad

My reasons for wanting to study German are numerous. The most practical, and pressing, is the tool requirement (a third language) for a Master's degree at (x) University. . . . Finally, why learn a language or any language at all? . . . Basically, I must assume that communication is important and, people being the way they are, there is enough distance between individuals without the problem of dissimilar languages--learning other languages is the least one can do to come closer.

*

I would like to study German at Middlebury because I feel as though this language program provides an excellent opportunity to improve and build my language skills before I leave for Freiburg in the fall. I feel as though it is important that my language skills be as developed as possible so that I am able to place into the University with the native Germans.

*

There are several reasons [for applying this summer]. The most immediate of these reasons is that I am planning to study in Vienna next fall semester. I feel that my appreciation of this experience would be greatly enhanced if I were able to communicate with the Viennese. My experience from my travels in the summer of '76 in Germany and Austria showed me that if I had been able to communicate with the natives, I would have gained a much greater insight into the cultures, attitudes, and concerns of these people.

*

3. Specific Academic and Career-Oriented Interests:

a) Archaeology

[I decided to become an archaeologist.] It is important for me to read German, not only for the writings of Schliemann and Bachofen, notable archaeologists in my field, but also for the masterpieces of Thomas Mann and Franz Kafka.

(See also 3(h)).

b) Art History

My proposed major at (x) University is Art History. One of the major focuses of Art History is on research and expansive reading of particular movements, cultures, artists or works. An inability to embrace all the materials available on a specific aspect of Art because the language is unknown to me seems a limited and frustrating excuse. To have the investigations within an arms reach, yet to be unable to comprehend them, is to be isolated culturally and intellectually. German writings on art are so large and thorough, that German emerges as the language for advanced study of History.

*

I am a Freshman and have declared a double major, Comparative Literature and Art History. A knowledge of German would be invaluable to my studies in both areas. There is a wealth of German literature which I would love to be able to read in the original. Much art-historical research done in German has not yet been translated. An ability to read German would considerably enlarge my scope of reference.

c) Biology and Biochemistry

Ich studiere Biologie an dem (x) College und möchte mein Deutsch benutzen, um wissenschaftliche Arbeiten auf Deutsch lesen zu können. Es wird mir bestimmt ein Vorteil sein, wenn ich eine Stellung suche. Ich lese oft in der New York Times, dass jemand, der Deutsch spricht, wünschenswert ist.

*

My interest in the study of the German language stems from two sources: One source of motivation is that of practical utility of the language in my chosen profession. I am currently majoring in Chemistry, with a concentration in biochemistry at (x). As a chemist, an extensive knowledge of German writing would facilitate my usage of the vast amounts

of scientific literature written in this language. The other motive for this course of study lies in the enjoyment that I could derive from fluency in the language which, no doubt, your program will do much to facilitate. I look forward to the day on which I shall truly be able to think in German. This alternative avenue of expression shall add another dimension to the way I think and view the world, enriching my life and the lives of those with whom I come into contact.

d) Classics

As a doctoral candidate in Classics at the University of (x), I need a working knowledge of German in order to read many volumes of criticism.

e) Comparative Literature

My motivation for studying languages in general includes an interest in cross-cultural exchange and comparative literature.

*

I am a student of comparative literature at (x) University and I have found that most of the literary criticism necessary to my research is written by German and French scholars.

*

Languages play an essential part in my future goals. I am planning to major in German or Comparative Literature, which involves written fluency in two foreign languages, thereby tying Italian into my official major. I am less certain about a specific career plan, but I am intrigued with the ideas of working at the U.N., or working in an institution dealing with foreign people in another city, or being involved in airline or travel business.

*

[I want to get a B.A. in Western Literature.] In the course of four years, I must obtain a proficient use of two foreign languages and an in-depth understanding of literature. This semester I've begun the study of Kafka, Büchner, Brecht, and Kaiser. I've read them in English, analyzed them in English, and written about them in English. Doing this has brought me the joy of discovery. And yet, the thought remains, what if I were able to read them in their native tongue? . . . I want to read the Metamorphosis, Woyzeck, Baal [and others] as they were written and as they were intended to be read.

*

I am a junior majoring in Comparative Literature at (x) University. To major in Comparative Literature, one is encouraged, if not specifically required, to do work in at least two languages. The language which I have been using most, and which I have used for my independent work, is French. I have taken one semester of beginning German, one of intensive German, and then an intermediate course. . . . At this point, I can read German reasonably well, but my speaking needs much practice. Middlebury seems like an excellent place to get it!

(See also the last entry under 3(b))

f) History (Constitutional, European, Intellectual), and Law

In part my interest in German stems from requirements for the Ph.D. in European history. Should I decide to return to graduate school in the next few years, I will need a second foreign language. But, as I am still undecided about working toward a Ph.D., my interest in German has another, and to my view, a sounder motivation. As a student of European History, I want to learn more about the German people and their culture. . . . Not only does the knowledge of a language permit one the practical advantage of reading documents in the original language but also one can best reach the culture of a foreign country through its language.

*

. . . I found that language study relates to my personal and academic pursuits as well. For example, my interest in European history and international relations can be assisted greatly by competence in German and, in respect to my contrasting interest in literature, psychology, and linguistics, the German language is equally relevant and useful. In addition, a solid grounding in German is a necessity toward realizing my ambition to study in Germany.

*

Mein Ziel ist fließend im Deutschen zu werden, damit ich mit meinem geplanten Studium des Internationalen Rechts an einer Deutschen Universität anfangen kann.

*

My reasons for wishing to study German are twofold: academic and professional. I eventually hope to enter graduate school to pursue a combined program in constitutional history and in law. A knowledge of German would aid me in such studies. But, for this purpose, a reading knowledge of German could easily suffice. My aspirations, however, go beyond the purely

academic. A knowledge of world constitutional history and law will prepare me to serve the international community. The planet Earth is rapidly "growing smaller." Sophisticated communications systems and new modes of travel have decreased the effective size of our planet. The consequences of this "growth" manifest themselves in increased contact between widely separated countries; wherever people make contact, discussion and disagreement will arise. My hope is, with the proper timing, to mediate in such discussions, in an attempt to avoid potential hostilities. More importantly, and more positively, I would work to develop an international code of law--a framework by which future disagreement could be resolved.

*

A basic command of the German language would not only become an integral part of my essential skills for the study of European history, but would also rekindle my own special interests in a country I knew as a child.

*

My specific interest is intellectual history of modern Europe, which I intend to study at the graduate level. For this purpose it is necessary that I acquire a reading knowledge of German as soon as possible, in order that I might read the source materials and classic texts of German and Austrian intellectual history in the original language. I should like to be able, within a year, to read Goethe and Nietzsche, and within two years, to be able to read philosophical German, i.e., Hegel and Marx, and the novels of Musil and Mann.

*

[I am majoring in Art History and Archaeology where a knowledge of German is helpful.] Another reason for wanting to study German is that after graduation from college, I hope to both pursue my studies in European Social History by working toward a Ph.D., and I would eventually like to enter the field of International Law. In these two areas of post-graduate study I feel that the furthering of my knowledge of German would help me immensely.

*

I am also a history major, with a special interest in the German nation and its tremendous effect upon the world. Ability to read German would greatly facilitate any sort of research which, in the future, I may do. . . . Also, I am thinking of getting a job as a teacher when I graduate, and I feel a working knowledge of German would be a definite plus for me in that field. Middlebury has been highly recommended to me by all to whom I have spoken . . . [it] seems to be a perfect institution for my needs.

(See also the last entries under 3(i) and 3(m)).

g) International Business

Ich habe ein doppeltes Hauptfach: russische Studien und die deutsche Sprache. Ich interessiere mich für internationales Geschäft und Diplomatie.

*

My purpose for applying to Middlebury Language School is to familiarize myself with the German language, grammatically, but more importantly with the German pronunciation and articulation. Obtaining the skill of the German language, along with my French background, will better enable me to compete in the field of International Business and/or perhaps a job with Federal Government in translation.

h) Medicine (History of)

. . . I am currently studying for a degree in the History of Science and Medicine at the University of (x). In reading Latin literature and studying classical archaeology, I discovered that, of modern languages, German and English are of paramount importance, these two together accounting for the overwhelming bulk of current literature. In addition, German is a language common in the first order of scientific and of scholarly works in the History of Medicine, my prime academic interest.

i) Music

I am a sophomore at (x) College, studying Music History, Music Theory, and Conducting. Because of the overwhelming number of texts in these areas written in German and presently translated, a reading knowledge of German is an essential to my studies. In addition, some proficiency in speaking is necessary in dealing with opera and lied texts.

*

[I want to pursue a career in the operatic field as a conductor.] To be a proficient opera performer one must know and speak at least one foreign language fluently. I have had study in Italian and French, but only some minor tutoring in German. There are few opportunities in the United States for a young conductor to build an operatic career. However, Germany and Austria are filled with many small opera houses where a young conductor can gain invaluable experience and knowledge. Knowing German will enable me to seek out these foreign career opportunities.

*

. . . I do not yet know what my career or major will be, but in all three of my major fields of interest, the physical,

sciences, music, and European history, German is a valuable language to know. My main reason for re-starting my study of German at Middlebury is to enable me immediately to take advanced level courses at college next year. In addition, it seems wise to do some intensive German as soon as possible before I forget any more of it.

j) Philosophy and Political Science

I want to learn German in order to engage in serious scholarly study of the large number of philosophical and political/philosophical texts written originally in German by such great thinkers as Kant, Hegel, Marx, Nietzsche, Wittgenstein, Heidegger, and Habermas. Much important literature in philosophy and political philosophy also appears in German. I am currently enrolled in a Ph.D. program in political science at the University of (x).

*

I am currently a junior at (x) University. For a long time I have been deeply interested in philosophy and it is my major subject at (x). Currently I am planning to write an honors thesis next year dealing with an aspect of Friedrich Nietzsche's philosophy. . . . I am seriously considering doing graduate work in philosophy upon leaving (x) and a sound knowledge of the German language is almost a necessity. . . . Aside from serious academic reasons for wanting to learn German there are personal reasons. Since my last year of high school I have been carrying on a not-so-clandestine love affair with the works of Thomas Mann and Franz Kafka, reading virtually everything of theirs I could get my hands on. I would really love to be able to read them in German along with the many others who make up Germany's very rich literary heritage.

*

The primary reason for my wanting to gain facility with German is that I might be enabled to read firsthand the major German works in philosophy, theology, and literature. German thinkers, perhaps because of a special affinity between Greek and German remarked upon by Hegel and Heidegger, have preserved the capacity for discoursing with classical thinkers, while at the same time they have been among the principal architects and analysts of modernity.

*

I am planning to begin graduate study this fall in political science, aiming towards a Ph.D. degree and a career in college teaching. My concentration in political science will probably be in the field of political philosophy. The serious study of political philosophy involves close and careful reading of

great texts, and a serious attempt to understand the thought of a political philosopher in all its richness, precision and detail requires that his works be read in the language in which he wrote. From Kant onward, the German philosophers play a critical role in the tradition of modern political philosophy; a knowledge of the German language is thus indispensable for achieving a thorough acquaintance with modern political philosophy. Furthermore, much contemporary commentary on texts of political philosophy is in German, and many of these commentaries are unavailable in translation. Thus a knowledge of German is necessary not only for understanding the fine points in the writings of the philosophers themselves but also for keeping up with contemporary scholarship in the field.

k) Psychology

It is my goal to converse in another language with people who do not speak my own. I believe that I need an intensive German experience in order to attain this desired skill. I also view such an experience as one which might open new interests in further study of German, possibly combined with my major area of study, Psychology.

l) Teaching

I should like to participate in Middlebury's German Summer School this summer because I very much need to speak and hear German daily, and I need to be in a structured environment where learning is facilitated (otherwise I would just go to Germany). I would like to study in more depth the language I am attempting to teach.

*

Ich habe viel Gutes von Ihrer Sommerschule gehört und glaube, daß diese Art von Sprachstudium genau das ist, was ich zu dieser Zeit notwendig brauche. Ich interessiere mich sehr für die Literatur, besonders die deutsche Literatur, die uns wunderbare Autoren wie Grass, Böll, Mann, Dürrenmatt und Lenz gegeben hat. Aber diese Autoren zu lesen und zu besprechen macht mir noch immer Schwierigkeiten. Mein Deutsch ist sicher gut genug, der Handlung und dem Sinn einer Geschichte zu folgen und sie zu verstehen, aber es wird mir immer klarer, wieviele Feinheiten und Nuancen der Sprache ich übersehe, durch die Unzulänglichkeit meiner deutschen Sprachkenntnisse. Ich hoffe einmal als Deutschlehrerin oder Dolmetscherin zu arbeiten.

(See also the last entries under 3(f) and 3(j)).

m) Translation and Interpretation

My goal in learning German . . . is to have a career which would involve translating or interpreting. Another reason I want to study German is that I might major in history also, and many historical works were written in German.

(See also the last entry under 3 (1))

n) Other

. . . In terms of the more distant future, a career in some aspect of the ski industry is a very real possibility for me. Knowledge of the German language would be an invaluable asset in this pursuit.

*

The Middlebury Language Programs have always interested me, and have been highly by several friends. . . . I hope to go into the hotel-restaurant business and, ultimately, to work abroad. Having spent much time overseas, both working and in school, I realize how important it is for me to continue the study of other languages and cultures. A sure command of several languages will not only broaden my outlook, but will also provide an indispensable tool for the kind of career I intend to pursue.

4. Reputation of the German Summer School

Middlebury provides the ideal atmosphere in which to "lose myself" in a German speaking environment where I can pursue the art of communication.

*

Ich bewundere das Programm, das Sie haben, und die Methoden, die Sie gebrauchen, weil die Studenten nur die fremde Sprache gebrauchen müssen. Ich hoffe so, Deutsch zu lernen.

*

Weil Middlebury eine sehr gute Sommerschule hat, möchte ich daran teilnehmen.

*

Middlebury has been highly recommended to me by all to whom I have spoken, both advisors and students who have participated in the summer language schools alike. An intensive academic atmosphere is something which in the past I have enjoyed and which I would greatly appreciate again.

Middlebury seems to be a perfect institution for my needs and would give me an education which would benefit me in the future.

*

*I have had rave reviews about Middlebury from all sides,
and I would like to experience some aspect of it myself!*

*

*Der Grund, warum ich mich an Middlebury College [bewerbe]
ist der Ruf, den das Sprachprogramm genießt . . .
Middleburys Ruf mit dem "total immersion" Programm . . .
ist einzigartig.*

*

*I know of Middlebury's reputation in languages. Some
teachers recommended that I apply since I am very anxious
to learn German. . . . I have also heard much of the
friendly attitude of Middlebury's students and the
pleasant relationships between faculty and students, to
say nothing of the beautiful setting of the college.*

(See also the last entries under 3(e), 3(f), 3(l), and 3(n)).

V. DESCRIPTION OF THE PROGRAM

The Program was described in the Language Schools
Catalogue, Middlebury College, Summer 1977/Year Abroad
1977-78, and read as follows:

GN 101-102 Elementary German

Daily activities normally include four hours of
classroom instruction plus an hour of additional work in
the language laboratory. The program consists of discus-
sions, drills, and laboratory. Drilling is done in groups
of about ten students. The program is designed to cover
all major aspects of contemporary German; readings materials
are introduced in the fourth week. Throughout the program
audio-visual materials are used to complement the printed
word.

*

GN 201-202 Intermediate German

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The course begins with a comprehensive grammar review. In addition to the two basic areas of Grammar and Composition-Conversation, students will select two modules per each half of the term. Modules include: Grammar in a Literary Context; From Language to Literature; Selections from F. Dürrenmatt; Selections from H. Hesse; Selections from F. Kafka; Selections from Th. Mann; Press Readings; Translation-Workshop; Readings in the Humanities; Translation-Workshop; Readings in the Social Sciences; Perspectives on Modern Germany. This course will significantly increase the student's fluency in spoken German and facility in reading. Recent German television materials are used to extend communicative skills and comprehension.

*

GN 301-302 Advanced German

Daily activities normally include four hours of classroom instruction. All students are required to take the two seven-week basic courses in Advanced Grammar and Advanced Composition-Conversation. Beginning with the second week, each student will select two modules for each half of the term. Modules offered include: Commercial German; Grammar and Vocabulary Building; The Detective Story; Nietzsche's View of Morality; Translation-Workshop; Perspectives on Modern Germany; Advanced Reading; Selections

from Th. Mann and G. Grass; The Art of Cabaret (Workshop);
Introduction to Literary Scholarship.

Texts

GN 101-102

Reinhold Bubser, Modern German Reading (Texas A&M University, 1976).

Goedsche-Glaettli, Cultural Graded Readers, German Series I (van Nostrand Co.): Book I: Sutter; Book II: Steuben; Book III: Carl Schurz

Goedsche-Glaettli, Cultural Graded Readers, Alternate German Series I, rev. ed.: Book I: Schweitzer; Book II: Thomas Mann; Book III: Heine

V. Vail, K. Sparks, and T. Huber, Modern German (Harcourt, Brace, Jovanovich, Inc.), plus the material to be included in the revised edition of Modern German.

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GN 201-202

A. Required Basic Courses

1. Grammar and Vocabulary (R. Bubser, J. Richter, G. Schneider).

K. Sparks and V. Vail, German in Review (Harcourt, Brace Jovanovich, Inc.)

Albrecht Holschuh, Leutebuch (Harcourt, Brace Jovanovich, Inc., 1977).

2. Composition and Conversation (E. Latz, J. Richter).

Feix-Schlant, Gespräche, Diskussionen, Aufsätze (Holt, Rinehart and Winston).

Texts for Modules

1. First Term (15 hours)

1. Grammar in a Literary Context (C. Kenna, E. Latz)

- V. Vail and K. Sparks, Der Weg zum Lesen, 2nd ed.
(Harcourt, Brace Jovanovich, Inc.)
2. From Language to Literature (J. Richter)
Feix-Schlant, Junge Deutsche Prosa (Holt, Rinehart
(Holt, Rinehart and Winston)
3. Translation Workshop: Readings in the Social Sciences
(G. Teschauer)
Gewehr-von Schmidt, Reading German in the Social
Sciences (van Nostrand and Reinhold, Co.)
4. Perspectives on Modern Germany (R. Bubser)
Harold von Hofe, Kultur und Alltag (Charles Scribner's
Sons)

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2. Second Term (15 hours)

1. Selections from F. Dürrenmatt (E. Latz)
K. Ackermann, ed., Der Besuch der alten Dame (Holt,
Rinehart and Winston)
F. Dürrenmatt, Die Panne (Hörspielversion, Inter
Nationes)
2. Selections from H. Hesse (J. Richter)
T. C. Dunham and A. S. Wensingers, eds., Siddhartha:
Eine indische Dichtung (The Macmillan Co.)
Selected essays and poems
3. Selections from F. Kafka (C. Kenna)
"Vor dem Gesetz," selections from "Das Urteil." B.
Brecht's, "Ein neues Gesicht;" Hans Reimann's, "Nacht
im Hotel." Kafka-Reader, in the series Cultural
Graded Readers, New German Series: V.
4. Press Readings (G. Teschauer)
K. A. Mueller, Die Presse: Contemporary Issues in German
Newspapers (Heath and Co.)
5. Perspectives on Modern Germany (R. Bubser)
Harold von Hofe, Kultur und Alltag (Charles Scribner's
Sons)

Handouts.

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GN 301-302

A. Required Basic Courses

1. Advanced Grammar (R. Bubser, G. Schneider, G. Teschauer)
 - K. Adler and B. Steffens, Deutsch für die Mittelstufe,
Band I: Texte und Übungen (Max Hueber Verlag, No. 1226-1), 2nd rev. ed. (1975).
 - K. Adler and B. Steffens, Deutsch für die Mittelstufe,
Band I: Arbeitsheft (Max Hueber Verlag; No. 1226-2).
2. Advanced Composition-Conversation (R. Bubser, G. Teschauer)
 - M. Gerenbach and I. Schüssler, Wörter zur Wahl (Klett Verlag)
 - W. Zielinski, Der Deutsche Nebensatz (Klett Verlag)

Handouts.

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B. Texts for Modules

1. First Term (15 hours)

1. Grammar and Vocabulary Building (G. Teschauer)
 - F. Eppert, Deutsche Wortschatzübungen (Max Hueber Verlag)
 - H. Kornmann, Richtiges Deutsch: Sprachübungen für Fortgeschrittene (Max Hueber Verlag)
2. The Detective Story (C. Kenna)
 - F. Dürrenmatt, Der Richter und sein Henker (Houghton Mifflin Co.)
 - , Der Verdacht (Houghton Mifflin Co.)

Script and sequences from the German T. V. Series Der Kommissar

2. Second Term (15 hours)

1. Selections from Thomas Mann (J. Richter)

V. Vail, K. Sparks, and T. Huber, eds., Tonio Kröger als Weg zur Literatur (Harcourt, Brace Jovanovich, Inc.)

2. Advanced Reading: Selections from Thomas Mann and Günter Grass (R. Bubser)

Günter Grass, Katz und Maus (ro-ro-ro)

A. W. Hornsey, ed., Thomas Mann: Der Tod in Venedig (Houghton Mifflin Co.)

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In addition, twelve students took Introduction to Literary Scholarship (30 contact hours), five students took, for additional credit, GN 620: Phonetics (30 contact hours) and three students registered for GN 772: The Art of Cabaret (30 contact hours, additional credit).

VI. FORMAT OF THE PROGRAM

A typical class schedule for the first half of the term was as follows (See Appendix A):

<u>First Year German</u>		
(3 groups of approximately 11 students each)		
8 - 9	Drills for groups A and C Language lab for group B	
9 - 10	Drills for groups A and B Language lab for group C	
10 - 11	Films, T.V. material, discussion groups	
11 - 12	Drills for groups B and C Language lab for group A	
12 - 1	Drills for groups B and C Language lab for group A	

Second Year German
(2 groups of approximately 13 students each)

- 8 - 9 Translation course (module)
- 9 - 10 Grammar and Vocabulary Building
(Basic course)
- 10 - 11 From Language to Literature (module)
- 11 - 12 Perspectives of Modern Germany
(module)
- 12 - 1 Composition-Conversation (basic
course)

*

Third Year German
(2 groups of approximately 11 students each)

- 8 - 9 Advanced Grammar (basic course)
- 9 - 10 Introduction to Literary Scholarship
(elective course)
- 10 - 11 Advanced Composition-Conversation
(basic course)
- 11 - 12 Grammar and Vocabulary Building
(module)
- 12 - 1 The Detective Story (module)

In the fourth week the modules of Intermediate and Advanced German were changed while the basic courses continued (see Appendix B). Students who had selected 'Introduction to Literary Scholarship,' or GN 613 'Commercial German,' or GN 620 'Phonetics,' or GN 772 'The Art of Cabaret' continued in these courses in the second half of the term since the subject matter of above courses did not lend itself to a division into modules.

All changes made in the schedule did, however, not affect the basic features of the program which included:

1. to have small drill sessions.
2. to change the composition of the groups in order to avoid the formation of sub-groups and to encourage a more lively exchange of ideas among students.
3. to change classrooms every hour in order to avoid monotony.
4. to change instructors as often as possible in order to expose the students to as many idiolects as possible.
5. to correct and return quizzes, written every other day in the first year, at the end of the same period in which they were written, and to discuss the mistakes during the next class period.

VII. UNIQUE FEATURES OF THE PROGRAM

The unique features of this year's program were basically the same as the ones of 1976. For a detailed account see my Final Report on the Undergraduate German Language Program at Middlebury College, Summer 1976, ERIC, FL 008 344. The only substantive change occurs in number (6) of the 1976 report which lists the guest lectures delivered by faculty members of the graduate school. In the summer of 1977 the following professors gave guest lectures, each one approximately 50 minutes in length:

Professor Erwin Rotermund:

'Problems der Satire-Interpretation'
(for third year students only)

Professor Peter Schneider:

'Numerus Clausus and andere Probleme an
deutschen Universitäten'
(for students in the second and third
year)

Professor Klaus Weissenberger:

'Interpretation zu Tonio Kröger'
(for students in the second year)

Professor Gérard Schneilin:

'Das Wesen der Tragikomödie dargestellt
an Dürrenmatts Besuch der alten Dame'
(all students)

All lectures were presented during the last two weeks of the program and after the students had familiarized themselves with the works mentioned in the lectures. For Professor Schneider's lecture students were given a vocabulary list which was discussed prior to the lecture (see Appendix C).

VIII. EVALUATION PROCEDURES AND TESTING

A. Initial Testing

The placement test of the German Department at Middlebury College was given to all students who had had German before and wanted to be placed in the second or third year. In addition, some faculty members of the seven-week program and the Dean of the German Summer School conducted interviews with the students after they had taken the placement test.

Students were placed according to their language proficiency in the first, second, or third year.

B. Final Testing

During the last week of the first year program students were given final examinations covering the course material. Students in the second and third were evaluated according to their work in the basic courses and the modules. In addition to these examinations, students in German 101-102 had to take the MLA Cooperative Foreign Language Test, Form LA and MA, students in intermediate German were given the MLA Cooperative Foreign Language Test, Form MA, and third year students took the MLA Cooperative Foreign Language Test, Form HB. The speaking part of these tests was omitted since the oral proficiency of each student was checked during the program. The normed tests were administered and scored by the faculty of the undergraduate program. The midpercentile ranks were determined using the Booklet of Norms, which establishes college norms for two- and four semesters study of German, and the norms for the Form HB, sent by the Educational Testing Service.

The number of students taking the Form LA was 32. For students in elementary German, the average mid-percentile rank in Listening was 97, in Reading 96, and in Writing 99. Individual test scores are summarized in Appendix D. The key to the student codes is supplied to the Director of the Language Schools, the Director of the German School, and the Dean of the German School.

Twenty-four of the twenty students enrolled in the second year took the MLA Cooperative Foreign Language Test, Form MA (see Appendix F). One student had to leave the program after having taken German 201 because of health reasons. The average mid-percentile rank for students in intermediate German were: Listening 91, Reading 87, and Writing 99. Students in elementary German also took the Form MA of the MLA Cooperative Foreign Language Test, and the mid-percentile ranks of first year students on this test were as follows: Listening 86, Reading 76, and Writing 94 (see Appendix E).

All twenty-two students enrolled in the third year took the MLA Cooperative Foreign Language Test, Form HB, and the mid-percentile ranks of the third year students on this test were: Listening 58, Reading 60, and Writing 59 (see Appendix G). The scores achieved on this test compare quite favorably with the scores on the other tests if one keeps in mind that Form HB (and HA) was used in the N.D.E.A. Institutes testing graduate students who were also teachers of German.

C. Evaluation of the Program by Students

During the last week of classes, students were asked to fill out a questionnaire evaluating various aspects of the program. 44 questionnaires were returned. Students' comments are summarized under the following headings:

1. The Quality of the Food
2. Placement
3. Structure of the Program
4. Choice of Textbooks

5. Evaluation of the Faculty
6. Decision to come to Middlebury
7. Recommendation of the Program to others
8. Language Pledge

1. The Quality of the Food

The answers to the question, "Were you satisfied with the Food?" were mixed, but it seems that more students liked the food than disliked it. Typical comments included the following:

For 'mensa' Essen, I have no complaints. Food can't help but get boring when you are eating in the same place for seven weeks. The mensa really was surprisingly good.

No. The choice of food was too limited.

Der Salat (Salad bar) war eine gute Idee, aber es gab nicht genug frisches Obst oder frisches Gemüse.

The food was o.k. It was pretty good for dorm food, except that there was too much starch. We had potatoes and bread together far too frequently. Mehr grünes Gemüse, bitte!

Im allgemeinen ja, aber es soll eine größere Auswahl geben.

Nein, aber wenn es so billig ist, was kann man sagen?

There was enough of a selection and variety. Salad-bar excellent idea.

Ich bin ein bißchen müde, aber ich glaube, daß man nicht mehr von einer Erziehungsanstalt erwarten kann, denn sie müssen so viele Leute nähren und befriedigen.

2. Placement

The question, "Do you believe that you were placed in the right Program? (first, second, or third year)" was answered in the affirmative by forty students.

3. Structure of the Program

All students liked the idea of having basic courses and course-modules in the second and third year. Typical comments included:

Sie [Die Modules] haben alles interessanter gemacht. Man konnte die grammatischen Prinzipien in den Modules benutzen.

The courses offered covered all aspects--vocabulary, grammar, literature, and Sprachübung all coordinated well with one another.

Ich glaube, daß es wichtig ist, viele Professoren kennenzulernen. Jeder hat seinen eigenen Stil. Die 'modules' sind eine gute Hinzufügung, weil wir von einer anderen Perspektive arbeiten.

Ja, ich habe in den Modules, die ich belegte, viel Literatur gelesen, was ich brauchte.

Meiner Meinung nach ist es interessanter, neue Wörter und Grammatik zu lernen, wenn man Literatur, Zeitungen, usw. liest. Deswegen waren die Modules gut.

Die Grammatikkurse waren sehr gut. Sie haben mir viel geholfen.

Die Modules waren ausgezeichnet!!

4. Choice of Textbooks

Almost all textbooks were rated positively, except for two: Deutsch für die Mittelstufe and Der Deutsche Nebensatz. Judging from the comments, it seems that the stories in Deutsch für die Mittelstufe were good but that some of the exercises were a waste of time. Most of the students liked the Leutebuch, and one typical comment was, "Es ist schön, ein Buch zu haben, das man ohne Wörterbuch lesen kann." Wörter zur Wahl and Der Besuch der alten Dame were considered outstanding, and Der Tod in Venedig very good.

The television material was considered excellent. Comments with regard to the Guten Tag-wie geht's films were mixed; some considered them as "really insulting," while others wrote, "Die Filme waren interessant. Mehr bitte!"

5. Evaluation of the Faculty

The overwhelming majority of the students praised the efforts made by the staff for creating a positive learning environment. It is important to understand that the faculty worked as a team, and it is only through this cooperative spirit that the complex program could run so smoothly and develop its flexibility. This was recognized by the students and comments like the following reflect the majority opinion:

Teachers were excellent.

The very outstanding aspect of the undergraduate program which I appreciate most of all is the high quality of teaching instruction.

One should not forget, however, that the faculty members were also 'individuals,' with different academic interests and personality traits. This is shown in the students' assessments of the individual instructors listed below. The comments by the students should also be viewed as additional information on the structure of the program and as an indication of the students' intellectual calibre.

Mr. Reinhold Bubser

Really good! Inspired and enlightened; what could have been a dry eight o'clock class [he turned] into a fun and lively hour. He also found time out of class to socialize with students. Always in a good mood and eager to help during the day.

Herr Bubser was outstanding in Advanced Reading. I enjoyed his approach to analysing the material. His patience was unending. He understood our battles with Mann's style and complexity. No time was lost in class. I would have liked to have seen more areas covered in 'Perspectives on Modern Germany.' He lectured exceedingly well (and was always well organized) on history, expressionism, and politics, but culture, contemporary movements and innovations were deemphasized.

A very precise and well organized teacher. Always gave very clear explanations of all grammar.

Er spricht sehr gut; es ist einfach, ihn zu verstehen. Er macht auch die Klassen interessant.

Good teacher; gave clear explanations in class.

Er ist ein sehr guter Lehrer. Er kümmert sich sehr um seine Studenten. Er ist immer bereit, Fragen zu beantworten. Er erklärt alles sehr gut.

Er ist ein wunderbarer Lehrer und ein guter Freund. Obwohl ich keine Probleme hatte, bin ich sicher, dass er mir geholfen hätte, wenn ich ihn fragte. In der Grammatikklassse ist es am interessantesten, wenn er über Deutschland oder über Kleinigkeiten spricht. Er spricht sehr deutlich, obwohl seine 'p'-Laute wie 'b'-Laute klingen, und seine 'g'-Laute wie 'k'-Laute.

A very good teacher who was always able to make things interesting by giving a sidelight in German culture, without losing pace in the material at hand.

He was my favorite teacher--a most patient man, who spoke clearly and had an amazing ability to clarify what seemed like the most complicated grammatical rules. We got a lot accomplished in his classes, from exercises to discussions.

Meiner Meinung nach ist Herr Bubser der beste Lehrer, den ich gehabt habe. Er war immer hilfsbereit, freundlich und nett. I found him to be the most valuable teacher because he didn't hesitate to stray away from the set learning plan a little in order to teach us all kinds of things about Germans, their way of life and other interesting subjects simply not written in books.

I think Herr Bubser is great, and as a teacher for beginners I found him especially good. He was so good at talking about more than the 'Bahnhof'

and 'Fahrkarten,' while being easily understood, and it was tremendous to lift the spirits and feel less like a two year old at a new language. I was heartily disappointed when we did not have him in class again after the first weeks. A wonderful person -

Zuerst, bevor ich ihn in einer Klasse gehabt hatte, dachte ich, dass er nicht sehr nett war. Ich habe unrecht gehabt. Er ist nett und viel Spass, in einer Klasse zu haben.

As a first-year student, I have not had many classes with Herr Bubser. However, the few classes with him were well-run and stimulating. Outside of class, he was always very pleasant and easy to talk with.

Very intelligent--knows his material well and thoroughly; judges on content to a large extent; tolerant, attentive, interesting; a human being outside class and in; literate and well-educated in history, factually and conceptually.

I found him an excellent teacher. I am very sorry that the beginners saw as little of him as I did in classroom situations. His teaching methods I found very effective and his attitude towards the group very good. I was/am impressed. One of the teachers who struck me most as being intellectually and philosophically inclined and I regret deeply not having been able to tap that resource. But my German wouldn't allow that yet.

Excellent in class. Vivacious and personal. Interesting when side-tracked, too. Did his best to shuffle the material around so we wouldn't get bored.

Excellent speaker (very clear and comprehensible). Kind and sympathetic but not mushy. Interesting.

In my opinion, Herr Bubser is a very good teacher and a very intelligent man. His 'Deutschlandbild'-class was always extremely interesting and very instructive. The classes in 'Wörter zur Wahl' were always a learning process and the assignments were useful and not at all boring or too much to do. He was also glad to talk with students and participated in the school life. I feel that he did much to help the character and instruction of the school.

Ms. Ruth Groen

Although I had no classes with Frau Groen, I was very appreciative of her enthusiasm in conversing at meals, etc.

Wonderful lady! Frau Groen was so helpful and, importantly, understanding.

Ich habe sie nie als Professor gehabt, aber sie ist immer sehr freundlich und auch ist sie immer bereit zu helfen, wenn man etwas braucht oder wenn man nur sprechen will.

Wirklich wunderbar. Sehr hilfreich, eine richtige gute Lehrerin und gute Dame.

Sehr freundlich.

Frau Groen is grand and rounded out the teacher group very well. Her quiet kindness and concerned interest were just what was needed--so nice to know she was around. In class too, she was good . . . She was great!

Frau Groen is also a very patient, and competent instructor. She was very understanding when anything went wrong and that was, by all, well appreciated.

A very patient and helpful person and teacher; very approachable when one has 'dumb' questions to ask. I wouldn't have made it through the program without her steady influence and good classes.

Ich glaube, Frau Groen ist eine von den besten Lehrern hier. Sie konnte alles sehr gut erklären.

It was a great pleasure to work with Frau Groen. She was always pleasant and helpful and her explanations were always clear. Besides which, she is a wonderful person!

What character! A mellower teacher I have hardly ever met. Her personality pervaded her teaching--she was sensitive to students needing to break off from exercises and babble in German--she worked constantly on our pronunciations . . . Excellent. She is a teacher.

Ich hatte sie als Lehrerin nicht, aber ich habe sie kennengelernt und ich fand sie eine wunderbare und sensitive Dame.

She was one of my favorite teachers here. Always helpful and understanding of one's problems in learning German. A wonderful lady.

I have enjoyed Frau Groen both in and outside of class. As a teacher, she is well-organized and understands particular difficulties confronting beginners. Outside of class she was always very easy to talk with. All in all, a very pleasant personality in the program.

Ms. Constance Kenna

A fascinating teacher, always up. She was very demanding, which was 'wunderbar.' Her enthusiasm was contagious. First class. Prima!

Very dedicated and indefatigable. The pivot of the first year program.

This is the most highly organized, efficient professor which I had. I always felt that Frau Kenna wanted us to learn material about three times as badly as I wanted to work, but it generated an ideal classroom situation. I was continually challenged, and quickly learned to deal with German with humility.

Inspiring and always excited. She gave very interesting paper topics, and her own interest in the subject resulted in student participation and enthusiasm.

Der Kafkakursus war gut, aber ich hätte gern mehr Kafka gehabt und keine anderen Schriftsteller. To be so energetic at 11 in the morning is truly impressive.

Sie war immer sehr und hilfsbereit. Ich habe nur gehört, dass sie eine sehr gute Lehrerin ist.

To me, she is the crème de la crème of language teachers. I saw a film a few months ago on how languages are taught at ...--the ideal for us to aim for. Frau Kenna outdid them. She is, if you'll allow the metaphor, the Jack Daniels of language teachers. Her intense manner, her flashy eyes get a class going--make grammar--well--almost exciting. She makes even someone like me want to get it together for the class (or get crushed in the rush). Her classes on something I have never considered my favorite subject, are more interesting than the classes I am having at my school, now, on my loves (literature). I am impressed, and I think she has done my own teaching a lot of good. Speed feeding with a silver spoon.

It is so rare to find a teacher that has both an awareness of modern teaching methods and an old-fashioned insistence on plenty of hard work. Perhaps my most challenging hours were spent in Frau Kenna's classes. Because of the speed with which we raced through the exercises, I found her classes very strenuous, mentally. The extra materials that she used forced me to exert my mind in different directions. I always felt that she was behind us all the way, as we struggled to meet the challenge.

Once I got used to her method of teaching, I found her classes good. I learned a lot because I studied hard to be prepared. Her classes inspire one to work hard.

Sehr gut, sehr lebendig--man kann nicht einschlafen! Ihr Dürrenmatt-Modul war interessant. Wit mussten ziemlich viel dafür arbeiten, aber von meinen Grammatikfehlern habe ich viel gelernt, weil sie auch ein wenig Grammatik erklärt hat.

Sie ist eine sehr gute Lehrerin. Sie kümmert sich um ihre Studenten.

Frau Kenna's Kafka-module was well done, with heavy emphasis on grammar.

Frau Kenna is the most energetic teacher that I have ever had. Her fast pace was something that I very much appreciated, as it forced me, usually a dreamer, to remain always on my toes. Her 10.00 o'clock class for beginners (when we were all together) was terrific. Also, she brought in supplementary materials to all classes and forced us to do a little more work, such as describing a picture, or making up a story for a magazine ad--and I really enjoyed it.

Frau Kenna ist ausgezeichnet! Sie ist nicht nur nett und intelligent, sondern sie arbeitet immer unermüdlich, willig und fröhlich. Ich finde sie eine (bemerkenswerte) und einzigartige Person und auch eine ausgezeichnete Lehrerin.

Can't find enough words for Frau Kenna. The 10 Uhr-Stunde with her was especially good in the first three weeks--helped me to keep me from feeling like a grammar machine. Her amazing energy and enthusiasm was always a pleasure to see. Great in class, easy to approach. Lovely person.

Sehr nett. Sie versucht sehr hart und man kann viel von ihr lernen, wenn man will. Ich habe es sehr gern, dass wir unsere Prüfungen so schnell [zurück] bekommen.

Excellent teacher whose classes tend often to be quite demanding. Both in and out of classes her enthusiastic personality was fantastic.

Never had her, but she always made a point of saying hello and talking to you, a smile always radiating and always willing to help. The cookout at her house was fun, and fun to help her organize.

Terrific! Talking about the magazine pictures, and other conventional exercises were such a welcome break. Her energy is incredible, really fantastic.

A born teacher, a great lady, truly one of the program's more valuable assets.

Mr. Eckehard Latz

Sehr gut. A. Excellent instructor and always open to grammatical questions.

Good in both grammar and literature. I liked his classes and would definitely take others with him if possible.

Er ist ein sehr fleissiger Lehrer, immer gut vorbereitet. Seine ausgedehnten Erklärungen, die in den 'Technischer Fortschritt'-Aufsätzen gemacht wurden, waren von mir sehr geschätzt.

Herr Latz did a good job of teaching the C and C course. Was concerned and enthusiastic outside of class.

Sehr nett, sehr hilfreich, und immer eifrig mit uns zu sprechen.

Very friendly and helpful outside of class. As a teacher, very direct and organized, prodding answers out of you. He made classes interesting and kept the discussions going. Seemed interested in knowing the students as people as well, not just as students.

Conducts his classes very well. In and out of class, Herr Latz was always very approachable with regard to questions, grammatical problems, etc. Fun, enthusiastic personality.

Ein guter Mann. Ausgezeichneter Stürmer [im Fussballspiel].

Herr Latz was great. I liked class with him a lot, and I'm not exactly sure why. Quick to laugh and keep grammar jolly--a feat in itself.

Als Lehrer kenne ich Herrn Latz nicht sehr gut, aber für die kurze Zeit, die ich ihn gehabt habe, war er sehr gut. Er ist immer hilfsbereit, nett und heiter, und auch ein guter Freund.

Herr Latz hat auch viel Geduld. Er war immer gutherzig. Er machte die Grammatik (manchmal) interessant. Er behandelte die Filme gut.

A very competent and entertaining teacher.

Ich habe nicht bei ihm Klassen studiert, aber er war immer hilfsbereit und hatte gute Verhältnisse mit den Studenten.

. . . he had an excellent sense of humor. A solid instructor for the beginning course.

Good classes and informed teacher.

Meiner Meinung ist er ausgezeichnet. Er verbringt wirklich viel Zeit mit unseren Aufsätzen, sie zu korrigieren und uns unsere Fehler zu zeigen.

Immer gut. Ich habe den Besuch der alten Dame gern. Er machte viel Spass. Er machte hilfreiche Bemerkungen auf unseren Aufsätzen.

Er war ein guter Lehrer. Wenn er die Aufsätze korrigierte, erklärte er die Fehler. Das hat mir viel geholfen.

A very fine teacher! His brisk (though positive) manner kept me awake at 8:00 in the morning--no small accomplishment.

Did not have him as a teacher. He was, however, always ready and willing to give guidance and correction when needed.

Wunderschön. Er sieht in der Klasse immer glücklich aus! (Etwas besonderes für einen Lehrer). Er macht alles leicht zu verstehen, kann Diskussionen gut anreizen, und hat eine gute Weise, Aufsätze zu korrigieren.

Ein sehr netter Mann und dazu ein guter Lehrer.

Exciting in class, very helpful when correcting papers. Open and eager to give advice, good in leading out-of-class activities. In general, excellent.

Sehr freundlich und hilfreich. Er hat mir mehr Kommentare über meine Aufsätze gegeben als die anderen Dozenten. In dem Speisezimmer und in Hadley [Wohnheim] war es immer leicht, sich mit ihm zu unterhalten.

I have never seen anyone smile so much! I had two classes with Herrn Latz, but learned much more from him through my endless stream of afternoon grammatical questions. Herr Latz took the time to look up not a suitable answer, but the best answer.

Always energetic and entertaining. Whenever possible always explained things 'auf deutsch,' which I found very helpful. Not a bad soccer player either!

Extremely competent and encouraging. He went 'the second mile' in grading written work in a way that would most help us. A valuable asset to the school.

Mr. Jochen Richter

His personality was very enjoyable; his answers to questions and comments were extremely thoughtful.

Herr Richter's classes were always fun. He is fortunate in possessing a 'light touch' which can often add life to potentially monotonous material (endless drills, etc.).

Er lehrte Literatur sehr gut. Hoffentlich kommt er zurück zu lehren.

Er ist ein guter Lehrer. Er erklärt alles sehr gut.

Seine Ironie hat mein Interesse gehalten. Ich habe seine Klassen sehr herausfordernd gefunden.

Ausgezeichnet.

Ein sehr guter Lehrer. Er war immer hilfsbereit. Als Lehrer war er nicht nur unterhaltend und interessant, sondern auch einfach gut. Er war sehr gut als Literaturlehrer. Ich habe mich gern mit ihm unterhalten; er war immer sehr freundlich und interessierte sich für die Studenten. Abends war er auch bereit zu helfen.

Herr Richter ist ein sehr guter Lehrer. Man hat in seiner Klasse nie Langeweile. Man lernt viel und muss es immer in seiner Klasse benutzen.

I enjoyed Herrn Richter's classes very much because he was so willing to enliven the class with anecdotes, experiences, and even his opinions of literature and music. To me grammar is purposeless until a language is used to communicate ideas. In this respect Herr Richter brought the German language alive for me.

Er war mein Lieblingslehrer--er war wunderbar und ausgezeichnet. Er war sehr lustig und machte die Klassen lebhaft mit seinen Witzen. Herr Richter war bereitwillig, Studenten mit ihren Problemen zu helfen, und er war auch interessant--bei ihm macht sogar die Grammatik Spass.

Sehr freundlich und hilfsbereit. Hat mir ein paar mal ausser der Klasse mit der Schularbeit geholfen.

Did not have as a teacher. However, I appreciate his willingness to help--and his willingness to be involved with the students.

Er war ein guter Lehrer. Er sagte immer: "Wenn Sie Hilfe brauchen, kommen Sie zu mir."

I enjoyed his teaching immensely. I felt he related to the students best of all. In the cafeteria he really made effort to talk to the students.

Very thought-provoking, capable, and caring teacher. I am grateful to have been in his classes.

Herr Richter is a great professor! Instead of a 'Let me lecture to you on a worthwhile topic' approach, he always made us feel like he was learning along with us. The rapport he established with the students was not to be improved on! Herr Richter works very well with people in a large group situation as well as in team-teaching. It was a pleasure to have him.

Ich habe einen sehr guten Eindruck erhalten von seiner fleissigen Arbeit. Am letzten Tag des Programms haben wir ihn nach einen Zettel gefragt, und er hat diese Nacht bis 2:30 daran gearbeitet. Ausserhalb der Vorlesung war er immer erreichbar. Seine Zimmertür war immer offen. Seine Vorlesungen waren immer deutlich und immer gut organisiert.

Ausgezeichnet für die Literatur. Die Klassen sind immer interessant, und er regt Diskussionen an. Er hat einen guten Sinn für Humor, aber manchmal murmelt er. Vielleicht denkt er zu viel.

Very nice and helpful and funny and a great person to have in the group.

Mr. Gerd Schneider

Very little experience with him. At first I thought he would speak too fast for beginners, but he proved to speak clearer and have more patience than I expected.

Vortefflich. A plus. very enjoying instructor, sensitive to the student's linguistic and academic needs. Unterrichtet mit Humor, Einsicht und extremen Verstand.

Leider hatte ich ihn nicht oft für eine Klasse. Er hat auch einen guten Sinn für Humor und unterrichtet 'Wortschatz' sehr gut. Warum unterrichtet er keine 'Modules'?

Excellent for phonetic instruction, and at 8 o'clock in the morning!

Really interested and devoted to what he is doing. Excellent coordinator and organizer. Applause to his 'Singabend' enthusiasm.

Über Herrn Schneider kann man nicht genug sagen. Ich finde es kaum zu glauben wie viele Arbeit er macht. Zwischen seiner Verwandlungsarbeit und die Klassen, die er unterrichtet hatte, hat er immer viel zu tun. Trotzdem hat er immer eine neue Idee, sein Unterrichten war das schafflichste von allen Dozenten Trotz aller seiner Arbeit war er immer freundlich; es war immer leicht, sich mit ihm zu unterhalten. Man kann ihm nicht genug Lob geben.

Er war ein sehr guter Lehrer. Er betonte die richtige Aussprache. Ich denke, daß richtige Aussprache auch wichtig ist. Ich hatte ihn sehr gern. Er sollte hier immer bleiben.

Marvelous personality--lots of charm and funny--an oil on troubled water pourer.

Der Eiferer des richtigen Deutschen. Sehr gut für die Aussprache und andere Aspekte der Sprache, die die anderen Lehrer gewöhnlich nie erwähnen.

It was good that he asked for our critiques and responded to them immediately.

My only negative comment would be that I didn't have him for a teacher enough. A great sense of humor, classes were always interesting and fast moving.

As the coordinator of this entire affair I am amazed and without enough superlatives. It all ran like clock work. Sometimes really rather scary how well he knew what we would feel next, really a brilliant flow of elements.

I feel as though I got a lot out of the classes I had with him and he made sure to make the classes a learning process, not just another dry class to sit through and simply follow the book. The idioms and phonetics that he taught were very helpful and also very practical.

My respect for Dr. Schneider grew continually throughout the summer. He did an outstanding job (and probably mostly a thankless one) of coordination.

The perfect balance of a wonderful disposition (joking with the students and relaxing their fears, anxieties before, during, and in between classes) and a manner of getting work done (keeping the pace, always centering around the important points, and not remaining on tangents which students characteristically stray to). Herr Schneider motivated me to work and silently challenged me to do my best.

I think that Herr Schneider did a wonderful job at all levels. His grammar course was enjoyable and informative, he was open to suggestions, and he generated a lot of enthusiasm for extra-curricular activities that helped make the program effective and fun.

Mr. Günther Teschauer

Best teacher. He more than anyone I felt really connected almost all pronunciation flaws. A real pleasure.

I never had Herr Teschauer for a course, but I certainly knocked on his door enough times with grammatical questions and found him to be very willing to answer them and to assist me with further problems which I hadn't previously perceived. Again, I found Herr Teschauer to be of a great disposition with a charming sense of humor.

Seine Kenntnisse des Deutschen und Englischen waren sehr eindrucksvoll. Für den 'Translation Workshop' war er ein ausgezeichnete Lehrer. Es war auch leicht mit ihm zu unterhalten.

Excellent, well prepared, and prompt in returning assignments with helpful criticisms and comments.

Very good in class. Helpful in tying in outside but pertinent information to the actual vocabulary lists.

Herr Teschauer ist der Lehrer, von dem ich am meisten gelernt habe. . . . Er hat die meiste Geduld und das meiste Beharren mit den Studenten. Immer lehrt er neue Wörter und schreibt sie an die Tafel. Und er lacht mit den Studenten wie einer von ihnen. In seiner Klasse sprechen wir über Politik und nicht mit 'baby'--Deutsch. Es ist sehr lohnend. Ich habe nichts als Lob für ihn.

Es war leicht mit Herr Teschauer zu sprechen. Ich hatte ihn sehr gern als Lehrer und Mensch. Er war sehr genau, sorgfältig und geduldig als Lehrer, er passte sehr auf Einzelheiten auf. Und ausserhalb der Klasse war er sehr freundlich und immer in guter Laune.

Very good teacher; helps outside of class.

A no-nonsense instructor. Excellent on the drills, and made creative use of his free time. Very demanding on pronunciation, which is good, especially for beginners.

Herr Teschauer ist auch sehr gut. Er kann Ideen und so weiter gut erklären. Er hat uns auch viele interessante Sachen über die BRD erzählt, die wir nicht in den Büchern lesen können. Die Zusammenfassungen in seinen 'Modules' waren eine gute Idee, um die neuen Wörter zu lernen.

Er ist ein sehr guter Lehrer. Er kümmert sich um seine Studenten. Er erklärt alles sehr gut.

Herr Teschauer made a most outstanding effort to get us into conversation both inside and outside the class. His quick quips required quick responses, and helped me break out my 'I can't say anything in German, I'm only a beginner'-shell. He also has a beautiful speaking voice that made listening in the class a delight, particularly when we listened to him read a passage or pronounce words and then repeated.

A fine man and a great teacher.

Excellent teacher. Very patient. Takes time to explain ideas. Very good at drawing out answers.

Herr Teschauer verlangt viel von seinen Studenten (was vielleicht gut ist), aber er ist immer hilfsbereit und nett. Und er ist sehr intelligent und ein guter Lehrer.

Herr Teschauer ist fantastic--no one else did more for my pronunciation than he. And he made it painless and even fun at times. I think he is great. Every class with him was a treat, a 'Geschenk'--I also found him really sensitive and aware of moods and personalities. Always a pleasure to talk with him. I cannot say enough about this man. In every way an asset, and a wonderful person as well.

Wir hatten immer gute Erörterungen bei ihm. Wie sagt man das, He cares about us?

Herr Teschauer's classes were always enjoyable. His insistence on correct pronunciation was both helpful and added a humorous touch to the classes. Outside of class he was always accessible.

Very good. Extremely nice and helpful. Always correcting our spoken German in and outside of class--which is good. Plays a good volleyball.

I loved both of the courses Herr Teschauer taught, "Presse" and "Übersetzung." His teaching method was refreshing; he treated the class like adults. . . . He corrected grammatical mistakes to a comfortable degree, but not so much as to squelch conversation. He was especially open to letting people express personal ideas, which I appreciated.

In all honesty probably one of the finest teachers I've ever had. His concern and continual repetition with pronunciation and inevitable success has endeared him to me! Such fun in class, too. Interesting to watch him as he would appreciate various students in the class, a treat in the long day and one from which I learned a great deal. Thanks!

6. Decision to Come to Middlebury

The question, "Did you make the right decision to come to Middlebury?" was answered positively by the overwhelming majority of the students. Typical answers were:

Very much so. I learned German and had all the advantages of a Vermont summer. Wonderful!

Ja, ich musste mehr Deutsch lernen, und hier ist die Schule dafür!

Ja. Ich habe nie so viel in einer so kurzen Zeit gelernt-- es ist ein ausgezeichnetes Programm mit interessanten Leuten.

Yes--I learned so much, and though I thought I'd learn this much, I never really thought it would actually happen.

Yes, I'm pleased I came; it was better than I thought. I planned on it being pure torture.

Yes. I have such a good solid base now. I can work at home on my own and can take courses at my school.

Yes, but doing it this way is impossible. I've learned a lot but under miserable conditions. It was, however, the best programme I could have done. I'd like to come back and do it right next year.

Super! Much better than learning a language in school over a year! But a tough way to spend a summer.

Ja. Ich habe viel Deutsch gelernt. Ich habe jetzt ein besseres Selbstverständnis, weil ich so viele interessante Menschen kennengelernt habe.

Ja, ich habe viel Deutsch gelernt. Wo in den Vereinigten Staaten könnte ich mehr lernen?

It is very difficult to learn a new language during the academic year when one has papers to write and books to read. One usually puts the beginning language homework last in one's priorities. I am very glad to have learned as much German as I have because I feel I can now learn a lot on my own reading and speaking with other people.

Ja, weil ich sehr viel Deutsch gelernt habe. Ich bin sehr glücklich.

Jawohl. Ich habe mein Deutsch verbessert. Vorher war es sehr schlecht. Man kann nicht alles lernen, aber ich habe viel hier gelernt.

Yes, excellent preparation for study abroad this fall.

I consider the program to be very well organized and very successful. I am very pleased with the progress I have made.

Ja, wie ich wollte, habe ich viel Deutsch gelernt. Middlebury hat eine bestimmte Atmosphäre, die andere Universitäten nicht haben.

7. Recommendation of the Program to Others

All but two students wrote that they would recommend the program:

Very strongly!

Ja, nicht jedermann natürlich - aber ich würde es vielen Leuten empfehlen.

Ja, herzlich.

Definitely.

Ja, Kein Zweifel.

Jawohl, es ist ein gutes Programm.

Highly. For progress in German and personal growth.

Ohne Zögern.

Yes, without a doubt. I have already spoken to students in other language schools here who plan to study in the German school next summer.

Yes. I consider the program to be very well organized and very successful. I am very pleased with the progress that I have made.

8. Language Pledge

Most of the students thought that the language pledge a good idea:

Yes. Unfortunately it creates a simultaneously good and bad sense of guilt.

Ja. Zuerst fürchtet man sich vor dem Eide, dann erfährt man, dass die meisten Lehrer geduldig sind, und dass keine Sprache gelernt wird, ohne dass man einige Fehler macht.

Yes, though near impossible for beginners to keep. But one learns discretion.

Ja. es ist eine gute Idee und ich glaube, dass die Professoren und die Studenten es gut behandelt haben.

Bestimmt!

Ja, sonst würden wir nicht so viel Deutsch lernen.

Ja. Even as a beginner, you wouldn't believe how guilty I felt speaking English after our language pledge rolled into effect. Keep it!

IX. RECOMMENDATIONS

The following changes in the undergraduate program are recommended for the summer of 1978:

1. More emphasis will be placed on correct pronunciation of German. In order to accomplish this:
 - a) a pronunciation-textbook will be used at all levels; for example, Hans-Heinrich Wängler, Instruction in German Pronunciation for Americans, or Carl and Peter Martens, Übungstexte zur deutschen Aussprache.
 - b) one assistant will conduct pronunciation-drills for the first year in the afternoon. Groups will be kept small for efficient drilling.
 - c) Offerings will include two modules on phonetic instruction of 15 hours each, one for students in the second year, and one for students in the third year.
2. No films from the Guten Tag oder the Guten Tag-wie geht's series will be shown. Instead, more use will be made of the television material in the German Department at Middlebury. In

addition, audio-visual material will be ordered from the German consulate in Boston.

3. Throughout the first year program audio-visual materials will be used to introduce the students to selected aspects of German art and architecture, geography, history, and political life.
4. Normed tests will be given to the students at the beginning of the program and at the end in order to better determine the progress they have made. Final normed tests will be scheduled at least three days before the final day of classes in order to give the faculty enough time to evaluate a student's performance correctly.
5. A moderate amount (approximately \$50.00) should be set aside in the budget of the summer school for the purpose of purchasing textbooks having potential use in the undergraduate program.
6. A fourth year will be added to the undergraduate program (see Appendix K).
7. Two new, full-time faculty members will be added to the staff, in addition to the assistant in phonetics.
8. The increase in enrollment at the undergraduate level has made the coordination

more complex; therefore, in addition to the coordinator of the undergraduate program, there will be coordinators for the various levels offered within the program.

9. The proposed structure and textbook selection for the 1978 summer program are contained in appendices H - K.

X. EPILOGUE

The success of the Middlebury Program, or of any other language program, depends to a large extent upon a dedicated faculty. Also important is an administration which is willing to provide the necessary funds and guarantee the coordinator, and the faculty, freedom to develop the best possible courses. I am very thankful to the Director and the Dean of the German Summer School, and to the Director of the Middlebury Language Schools, for their generosity and support which made the success of this program possible.

I would like to conclude this report with a comment made by a student in the questionnaire:

It is a fantastic program. I have never seen such a tremendous faculty--patient, insight, interested--together in one place. You all have my respect for your treatment of us and the coordination of the seven week program. Thank you and have a good school year. I hope you all had a summer as good as mine.

Appendix A

Class Schedule for the First Term

ZEIT	LABOR	BUBSER	GROEN	HUBER	KENNA	LATZ	RICHTER	SCHNEIDER	SCHUMACHER	TESCHAUER
3-9	I B	AG III Hadl. C	I A Sund. 123		GLC Ross Lounge	I C Hadl. E		AG III Hadl. B		TRSC II Hadley D
9-10	I C		I B Sund. 126	ILS Hadl. H		I A Hadl. B	GV II A Ross Lounge	GV II B Hadl. C		
10-11		ACC III Hadl. D	I ABC Sund. 110 Hadl. C		I ABC Sund. 110	I ABC Sund. 110 Hadl. B	LL II Sund. 123			ACC III Ross Lounge
11-12	I A	PMG II Sund. 126			I B Hadl. B		I C Hadl. D			GVB III Hadl. C
12-1		I A Hadl. B			DS Ross Lounge	CC IIA Sund. 110	CC IIB Sund. 110 Sund. 126	GN 620 (Phonetics)	I B Hadl. C	I C Hadley D

Abkürzungen:

ACC : ADVANCED COMPOSITION AND CONVERSATION
 AG : ADVANCED GRAMMAR
 CC : COMPOSITION AND CONVERSATION
 DS : DETECTIVE STORY
 GLC : GRAMMAR IN A LITERARY CONTEXT
 GV : GRAMMAR AND VOCABULARY GN 201-202

GVB : GRAMMAR AND VOCABULARY BUILDING 301-302
 ILS : INTRODUCTION TO LITERATURE
 LL : FROM LANGUAGE TO LITERATURE
 PMG : PERSPECTIVES ON MODERN GERMANY
 TRSC : TRANSLATION: SOCIAL SCIENCES

LABOR FÜR GN 201-202 UND GN 301-302 WÄHREND DER FREISTUNDE

Appendix B

Class Schedule for the Second Term

ZEIT	LABOR	BUBSER	GROEN	HUBER	KENNA	LATZ	RICHTER	SCHNEIDER	SCHUMACHER	TESCHAUER
8-9		AG III PUL	I A Sund. 123		I C Hadl. C	I B Hadl. D	GV II Hadl. E	GV II Ross Lounge		AG III Hadl. B
9-10	I A		I B Sund. 126	ILS Hadl. H			TK Ross Lounge	I C Hadl. B		Presse Hadl. C
10-11		ACC III Hadl. C	I (B) Sutter Hadl. B		I ABC I A Schweitzer Sund. 110	I (C) Schweitzer Sund. 123				ACC III Ross Ross
11-12	I B	PMG Sund. 126	I C Hadl. C		Kafka Ross Lounge	Dür. Hadl. B				I A Hadl. D
12-1	I C				I B Hadl. B	CC II Sund. 126	CC II Sund. 110	GN 620 (Phonetics)	I A Ross Lounge	
2-4		AR Ross Lounge					Hesse Freeman			

Abkürzungen:

ACC III : ADVANCED COMPOSITION-CONVERSATION
 AG III : ADVANCED GRAMMAR
 AR : ADVANCED READING
 CC II : COMPOSITION-CONVERSATION (intermediate GN)
 DÜR : DÜRRENMATT

GV II : GRAMMAR AND VOCABULARY
 ILS : INTRODUCTION TO LITERARY SCHOLARSHIP
 PMG : PERSPECTIVES OF MODERN GERMANY
 TK : TONIO KRÖGER

LABOR FÜR GN 201-202 UND GN 301-302 WÄHREND DER FREISTUNDE

Appendix C

VOKABULAR FÜR SCHULE UND UNIVERSITÄT

die Schule, -n
die Grundschule
die Hauptschule
die Mittelschule
die Realschule
die Berufsschule
die Volkshochschule
die Oberschule
das Gymnasium, (die Gymnasien)
der naturwissenschaftliche Zweig, -e
der altsprachliche (humanistische) Zweig
der Stundenplan, -e
die mittlere Reife
das Abitur
das Reifezeugnis, -se
die Zensur, -en
das Zeugnis, -se
die Aufnahmeprüfung, -en
die Zulassung, -en
das Schulgeld, -er
das Wahlfach, -er
das Pflichtfach
die Kolleg Stufe
die Studien Stufe
der zweite Bildungsweg
das Stadium
die Universität, -en
die technische Hochschule
die pädagogische Hochschule
Kurse belegen
(sich) immatrikulieren, sich einschreiben
(sich) exmatrikulieren, sich abmelden
der Numerus clauses, die Zulassungsbeschränkung, -en
die Fakultät, -en
der Studienplatz, -e
die Studiengebühr, -en
das Staatsexamen, -
das Philosophikum
das Pädagogikum
die Diplomprüfung, -en
die Magisterprüfung
die Dissertation, -en
die Habilitation, -en
die Fachschaft, -en
der DAAD (der Deutsche Akademische Austauschdienst)
das Studienkolleg
das Proseminar, -e
das Hauptseminar
das Oberseminar
die Seminararbeit
die Vorlesung, -en
der Hörsaal, -e
die Hochschulreform, -en
das Hochschulrahmengesetz, -e
die Richtlinie, -n
das Kultusministerium
das Bundesministerium für Forschung (Wissenschaft und Forschung)

Appendix D

MLA Cooperative Foreign Language Test in German
Form LA (College General Norms: Two Semesters)
Taken by Students Enrolled in the First Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	37	170	97	37	171	93	81	169	96
2	40	173	98	43	177	97	93	175	99.5+
3	41	174.5	98	43	177	97	93	175	99.5+
4	37	170	97	44	179	99	87	171	98
5	42	176	99	40	175	96	99	177	99.5+
6	31	164	92	43	177	97	91	173	99.5
7	39	172	98	43	177	97	94	175	99.5+
8	41	174.5	98	47	181	99	95	175	99.5+
9	35	168	96	37	171	93	93	175	99.5+
10	41	174.5	98	40	175	96	95	175	99.5
11	36	169	96	49	185	99.8	99	177	99.5+
12	40	173	98	35	169	90	82	169	96
13	37	170	97	27	159	69	84	169	96
14	42	176	99	45	179	99	99	177	99.5+
15	40	173	98	39	173	95	93	175	99.5+
16	38	171	97	38	171	93	91	173	99.5+
17	31	164	92	41	175	96	92	173	99.5+
18	38	171	97	40	175	96	85	171	98
19	42	176	99	49	185	99.8	99	177	99.5+
20	44	178	99.5	44	179	99	99	177	99.5+
21	41	174.5	98	41	175	96	93	175	99.5+
22	38	171	97	41	175	96	95	175	99.5+
23	41	174.5	98	43	177	97	96	175	99.5+
24	34	167	93	36	169	90	86	171	98
25	40	173	98	45	179	99	94	175	99.5+
26	42	176	99	44	179	99	95	175	99.5+
27	43	177	99	47	181	99	99	177	99.5+
28	31	164	92	38	171	93	91	173	99.5
29	42	176	99	47	181	99	98	177	99.5+
30	37	170	97	31	175	96	86	171	98
31	34	167	93	41	175	96	98	177	99.5+
32	42	176	99	48	183	99.6	97	177	99.5+

(For interpretation of these scores see page 54)

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM LA

A. Information supplied by ETS

Listening		Reading		Writing	
Number of Students	394	Number of Students	515	Number of Students	207
Number of Colleges	19	Number of Colleges	28	Number of Colleges	24
Mean	152	Mean	154	Mean	152
Standard Deviation	8	Standard Deviation	10	Standard Deviation	10
Upper Quartile	157	Upper Quartile	161	Upper Quartile	160
Median	151	Median	152	Median	152
Lower Quartile	146	Lower Quartile	146	Lower Quartile	144
SCAT-V Mean	309	SCAT-V Mean	308	SCAT-V Mean	308
SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	12

B. Mean Mid-Percentile Ranks, Middlebury College, Summer 1977
(Sum of Mid-Percentile Ranks divided by the number of Students)

Listening	$\frac{3105.5}{32}$	=	97.05	=	97
Reading	$\frac{3060.2}{32}$	=	95.63	=	96
Writing	$\frac{3167.5}{32}$	=	98.98	=	99

Appendix E

MLA Cooperative Foreign Language Test in German
Form MA (College General Norms: Four Semesters)
Taken by Students Enrolled in the First Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	30	173	95	17	163	54	47	167	71
2	23	165	71	24	173	76	66	173	90
3	31	173	95	23	173	76	75	177	97
4	24	167	77	22	171	75	78	178	99
5	32	173	95	31	181	90	93	187	99.3+
6	71	165	71	28	179	89	71	175	95
7	31	173	95	27	177	83	70	175	95
8	27	169	83	29	179	89	81	181	99.3
9	28	171	87	32	183	94	67	175	95
10	30	173	95	22	171	75	68	175	95
11	29	171	87	29	179	89	84	181	99.3
12	25	167	77	21	169	67	56	171	85
13	20	163	63	18	165	57	61	173	90
14	33	175	96	32	183	94	90	185	99.3+
15	28	171	87	27	177	83	66	173	90
16	20	163	63	22	171	75	56	171	85
17	25	167	77	35	185	95	65	173	90
18	30	173	95	24	173	76	76	177	97
19	33	175	96	32	183	94	86	183	99.3+
20	33	175	96	20	167	63	79	179	99
21	31	173	95	17	163	54	73	177	97
22	28	171	87	17	163	54	64	173	90
23	34	177	98	24	173	76	86	183	99.3+
24	28	171	87	17	163	54	60	171	85
25	29	171	87	26	177	83	83	181	99.3
26	25	167	77	19	167	63	84	181	99.3
27	35	177	98	30	181	90	87	183	99.3+
28	24	167	77	22	171	75	55	171	85
29	37	179	99	31	181	90	81	181	99.3+
30	25	167	77	24	173	76	74	177	97
31	20	163	63	16	161	51	63	173	90
32	32	173	95	34	185	95	90	185	99.3+

(For interpretation of these scores see page 57)

Appendix F

MLA Cooperative Foreign Language Test in German
Form MA (College General Norms: Four Semesters)
Taken by Students Enrolled in the Second Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	39	186	99.6+	44	195	99.4	98	189	99.3+
2	25	167	77	27	177	83	70	175	95
3	38	185	99.6+	39	189	97	92	185	99.3+
4	27	173	95	25	175	79	91	185	99.3+
5	36	183	99.6	40	191	99.2	89	185	99.3+
6	29	171	87	24	173	76	72	175	95
7	26	169	83	28	179	89	84	181	99.3
8	35	177	98	34	185	95	82	181	99.3
9	35	177	98	36	187	96	76	177	97
10	35	177	98	42	193	99.4	87	183	99.3+
11	15	153	28	17	163	54	69	175	95
12	34	177	98	35	185	95	90	185	99.3+
13	28	171	87	20	167	63	87	183	99.3+
14	34	177	98	39	189	97	79	179	99
15	28	175	96	19	167	63	84	181	99.3
16	24	167	77	26	177	83	83	181	99.3
17	31	173	95	34	185	95	83	181	99.3
18	34	177	98	33	183	94	78	179	99
19	36	179	99	28	179	89	81	181	99.3
20	34	177	98	40	191	99.2	95	187	99.3+
21	28	171	87	18	165	57	74	177	97
22	35	177	98	41	191	99.2	94	187	99.3+
23	40	187	99.6+	44	195	99.4	83	181	99.3
24	35	177	98	33	183	94	79	179	99

(For interpretation of these scores see page 57)

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM MA

A. Information supplied by ETS

Listening		Reading		Writing	
Number of Students	269	Number of Students	357	Number of Students	148
Number of Colleges	19	Number of Colleges	28	Number of Colleges	23
Mean	160	Mean	164	Mean	162
Standard Deviation	10	Standard Deviation	13	Standard Deviation	10
Upper Quartile	165	Upper Quartile	171	Upper Quartile	168
Median	158	Median	160	Median	160
Lower Quartile	151	Lower Quartile	151	Lower Quartile	151
SCAT-V Mean	313	SCAT-V Mean	312	SCAT-V Mean	312
SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	13	SCAT-V Standard Deviation	14

B. Mean Mid-Percentile Ranks, First Year Students, Middlebury College, Summer 1977

(Sum of Mid-Percentile Ranks divided by the number of students)

Listening	$\frac{2741}{32} = 85.66 = 86$
Reading	$\frac{2455}{32} = 76.12 = 76$
Writing	$\frac{3009.3}{32} = 94.04 = 94$

C. Mean Mid-Percentile Ranks of Second Year Students, Middlebury College, Summer 1977

(Sum of Mid-Percentile Ranks divided by the number of students)

Listening	$\frac{2191.4}{24} = 91.31 = 91$
Reading	$\frac{2094.8}{24} = 87.28 = 87$
Writing	$\frac{2364.8}{24} = 98.53 = 99$

Appendix G

MLA Cooperative Foreign Language Test in German
Form HB
Taken by Students Enrolled in the Third Year

Student Code	LISTENING			READING			WRITING		
	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank	Raw Score	Converted Score	Mid-Percentile Rank
1	24	44	62.5	24	46	52.5	30	47	50
2	20	40	52.5	27	49	60	49	66	84
3	21	41	55	31	52	67	36	53	60
4	25	45	65	22	44	45	22	39.5	35
5	26	46.5	70	38	59	80	33	50	55
6	29	50	80	25	47	55	17	44	26
7	17	36	40	21	43	42.5	19	37	29
8	20	40	52.5	31	52	67	33	50	55
9	27	48	72.5	35	56	75	47	64	80
10	24	44	62.5	34	55	72.5	23	40.5	37.5
11	21	41	55	40	61	83	43	60	74
12	19	38	47.5	24	46	52.5	44	61	75
13	23	43	60	25	47	55	27	44.5	45
14	29	50	80	34	55	72.5	42	59	72
15	17	36	40	19	41	37.5	25	42.5	42
16	--	--	--	31	52	67	39	56	65
17	15	34	35	14	36	22.5	37	54	62
18	24	44	62.5	35	56	75	42	59	72
19	25	45	65	33	54	70	42	59	72
20	16	35	37.5	17	39	30	29	46	47.5
21	21	41	55	25	47	55	39	56	65
22	27	48	72.5	40	61	83	52	69	88

(For interpretation of these scores see page 59)

ADDITIONAL INFORMATION FOR THE INTERPRETATION OF THE SCORES ON FORM HB

A. Information supplied by ETS

	<u>Listening</u>		<u>Reading</u>		<u>Writing</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Number of Cases	2125	2821	2127	2822	2127	2823
Mean	39.7	43.8	46.2	50.1	47.2	52.1
Standard Deviation	9.4	9.0	11.8	10.8	15.9	14.8

B. Mean Mid-Percentile Ranks, Middlebury College, Summer 1977

Listening	$\frac{1225.5}{21}$	=	58.21	=	58
Reading	$\frac{1319.5}{22}$	=	59.97	=	60
Writing	$\frac{1291}{22}$	=	58.68	=	59

Appendix H

GN 101-102 Elementary German

Daily activities normally include four hours of classroom instruction plus an hour of additional work in the language laboratory. The program consists of discussions, drills in grammar and phonetics, and laboratory. Drilling is done in groups of about ten students. The program is designed to cover all major aspects of contemporary German; reading materials are introduced in the fourth week. Throughout the program audio-visual materials will be used to introduce the students to selected aspects of German art and architecture, geography, history, and political life.

G. Schneider, C. Kenna and
Staff

Required texts: R. Bubser, Modern German Reading, 2nd ed. (Texas A & M University); V. Vail, K. Sparks and T. Huber, Modern German, 2nd ed. (Harcourt Brace Jovanovich, Inc.). The text for phonetic instruction will be announced later.

Appendix I

GN 201-202 Intermediate German

Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The course begins with a comprehensive grammar review. In addition to the two basic areas of Grammar and Composition-Conversation, students will select two modules per each half of the term. Modules include: Perspectives on Modern Germany; Grammar in a Literary Context; The Detective Story; From Language to Literature; Selections from Max Frisch; Selections from Thomas Mann; Press Readings; Phonetics. Advanced students may be given permission to select one module per each half of the term from the modules offered in German 301-302. This course will significantly increase the student's fluency in spoken German and facility in reading and writing. Audio-visual materials are used to extend communicative skills and comprehension.

G. Schneider, J. Richter, and
Staff

Texts for Basic Courses: M. Ferenbach and B. Noonan, eds., Einfach gesagt (Klett); Albrecht Holschuh, Leutebuch (Harcourt Brace Jovanovich, Inc.); V. Vail and K. Sparks, German in Review (Harcourt Brace Jovanovich, Inc.).

Texts for Modules: Perspectives on Modern Germany: H. von Hofe, ed., Kultur und Alltag (Charles Scribner's Sons);

Grammar in a Literary Context: V. Vail and K. Sparks, Der Weg zum Lesen, 2nd ed. (Harcourt Brace Jovanovich, Inc.); The Detective Story: W. Gillis and J. Neumaier, eds. Friedrich Dürrenmatts Der Richter und sein Henker (Houghton Mifflin Co.), Der Verdacht (Houghton Mifflin Co.), plus script and sequences from the German T-V series Der Kommissar; From Language to Literature: Feix-Schlant, Junge Deutsche Prosa (Holt, Rinehart, and Winston); Selections from Max Frisch: Biedermann und die Brandstifter (Houghton Mifflin Co.), plus selected materials; Selections from Thomas Mann: Vail/Sparks/Huber, eds., Thomas Mann's Tonio Kröger als Weg zur Literatur (Harcourt Brace Jovanovich, Inc.), Goedsche-Glaettli, Thomas Mann, series Cultural Graded Readers, Alternate German Series, vol. II.; Press Readings: K. A. Mueller, Die Presse: Contemporary Issues in German Newspapers (Heath & Co.); Phonetics: Text to be announced.

Appendix J

GN 301-302 Advanced German

Daily activities normally include four hours of classroom instruction. All students are required to take the two basic courses in Advanced Grammar and Vocabulary Building and Advanced Composition-Conversation. Beginning with the second week, each student will select additionally two modules for each half of the term. Modules offered include: Translation Workshop; Kafka; Culture and Civilization; Advanced Reading: Thomas Mann and Bertolt Brecht; Phonetics. A Theater Workshop will be offered as a six-week course. Additionally, more advanced students may be given permission to select one module per half of the term from the modules offered in German 401-402.

G. Schneider, R. Bubser and
Staff

Texts for Basic Courses: H. Kormann, Richtiges Deutsch (Hueber); Ferenbach/Schüssler, Wörter zur Wahl (Klett); V. Vail and K. Sparks, German in Review (Harcourt Brace Jovanovich, Inc.); Feix/Schlant, Literatur und Umgangssprache (Holt, Rinehart and Winston).

Texts for Modules: Translation Workshop: Gewehr/von Schmidt, Reading German in the Humanities (van Nostrand Reinhold Co.); Kafka: M. Hoover, ed., Die Verwandlung (Norton), Das Urteil (available through the Middlebury

College Bookstore); Culture and Civilization: W. Koepke, Die Deutschen (Holt, Rinehart and Winston); Advanced Reading: A. W. Hornsey, ed., Thomas Manns Tod in Venedig (Houghton Mifflin), B. Brecht, Mutter Courage (Oxford University Press); Phonetics: text to be announced later.

Appendix K

GN 401-402 Advanced Upper Level German

Daily activities normally include four hours of classroom instruction. All students are required to take the two seven-week basic courses in Special Problems in Grammar and Syntax and Composition-Conversation. Beginning with the second week, students will design the remaining 50% of the program according to their linguistic abilities and academic interests. Some of the possible combinations are: two 3-week modules from GN 301-302 per each half of the term; one 3-week module per each half of the term plus an introductory undergraduate course on Literary Scholarship; two courses on the graduate level, e.g., history, music, or commercial German. Texts for the two basic courses will be announced later.

G. Schneider, G. Teschauer, and
Staff